

Draft WISCONSIN'S YOUTH LEADERSHIP SKILL STANDARDS Draft CERTIFICATE PROGRAM

Background and Current Status

The attached student portfolio has been validated in the following ways:

- An extensive review of the professional literature on youth leadership to provide a conceptual framework and concept definition. An extensive annotated bibliography of selected organizations, professional literature, events and videos is available upon request.
- Peer review of preliminary drafts by multiple audiences for clarity, completeness, ease of use, parallel construction of statements, and adequacy of format. The most recent review by 75 reading specialists and ELA teachers focused on the communication, critical and creative thinking skills, and media and technology sections. Results of all reviews have been used to refine the portfolio.
- Informal field testing in middle and high school classrooms. Results provided formative assessment.
- Currently under review by educators who teach leadership courses in selected WI middle and high schools.

Refinement continues. We have initiated a collaborative longitudinal study of youth leadership development with local partners and the University system. The Youth Leadership Skill Standards Portfolio and other performance assessments will be used to document youth leadership development. Continuing review is planned based on results of formal field testing and the longitudinal study.

There are still a few questions about the intended meaning and interpretation of some performance standards and how students might deal with overlap across categories of youth leadership skills. A glossary is a next step. As the materials are used in different subject areas, we expect to discover more about how the portfolio process works. Discussion continues about which skill standards are essential in each category and must be met for certification. Some decisions are needed about awarding certificates or wallet cards each year and presentation of the certificate of mastery at the completion of the program.

The everyday life and work applications included in each category of the portfolio are intended as illustrations and are not exhaustive of possibilities. Each category contains "Other" to allow student and teacher/mentor choice, thereby providing more options and flexibility in planning.

Some Assumptions

1. All youth have gifts and leadership potential.
2. Leadership skills develop over time.
3. Youth need both challenge and support to develop the competence and confidence to lead.
4. There are multiple settings for developing and practicing leadership skills - in school, family, work, and community settings.

Copyright Pending: Preliminary draft prepared for publication in the Wisconsin Department of Public Instruction *Planning Curriculum for Family and Consumer Education* (Spring 2003) by Sharon Strom in conjunction with the Family and Consumer Education Guide Workgroup and the UW-Madison, Education and Work Leadership Program, CTSO Action Research Team. For more information, contact Sharon Strom, Consultant, 608/267-9088 or sharon.strom@dpi.state.wi.us. References available upon request. Last updated November 2002.

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5. The portfolio provides a convenient format for documenting development of leadership skills.
6. Certification of leadership skills will provide meaningful information to postsecondary institutions and/or employers.

Tentative Guidelines

An onsite mentor (teacher, work supervisor, advisor, or community coach) is critical to assessing whether students meet the youth leadership skill standards. Students select a mentor to work with them on particular skill standards and fill in that individual's name in the "Comments" section of the portfolio. Not only do mentor assessments provide evidence of what students know and can do, these assessments also provide evidence that a student is meeting "Standards of the Heart" related to becoming caring, contributing, responsible and productive family members, workers, and citizens. The mentor role includes:

- rating the level of student performance or proficiency;
- writing comments about student attainment on the portfolio item following their name, as needed;
- discussing the results with the student; and
- providing suggestions for improvement or next steps.

There are three performance levels for each standard:

3 = Proficient - able to perform independently with skill

2 = Intermediate - has performed, but may need additional practice or supervision

1 = Introductory - is familiar with process, but unable or has not had the opportunity to perform the standard with skill. Additional opportunity is required.

At the end of the year, students will be issued a certificate or wallet card showing their accomplishments. This certificate/card indicates the skill standards accomplished during the year through different learning opportunities in various school, family, work, and other community settings. The student portfolio provides a cumulative record of yearly accomplishments.

This cumulative rating of skills will determine when the student has gained sufficient proficiency to earn an endorsed state certificate. The directions for each section indicate the number of (1) 'essential' skills and (2) creative applications students are expected to make in each section of the portfolio. Most sections require students to achieve a rating of 2 or 3 in at least 90% of the 'essential' skill standards; others require completion of *all* skill standards at a level of 2 or 3 to be eligible for a state certificate. A certificate of mastery will be awarded upon completion of the program.

We welcome feedback and suggestions. For more information, contact Sharon Strom, DPI-Consultant, 608/267-9088 or sharon.strom@dpi.state.wi.us.

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